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ABSTRACT

Most preservice teacher preparation schools include a tripartite set of courses--Foundations, Methods, and Practica. Since many Foundations educators currently are required to teach non-Foundations couses, they are in a situation to infuse many of the concepts and concentration areas of Foundations content into methodological and practicum coursework. Two case studies are presented which illustrate how Foundations content may be infused into other courses. The first concerns a small liberal arts university in which the Foundations faculty member used a Foundational approach to develop the Science and Social Studies methods courses. The second case study offers information on the integration of Foundations concepts into the secondary teacher education curriculum at a large land grant university. (JD)

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The Infusion of Foundational Components into Pre-service Teacher Preparation Programs

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Traditionally, professors holding a doctorate degree in Foundations of Education expected to instruct courses affiliated with one of the subdivisions of the discipline, such as the sociological, philosophical, historical, anthropological, psychological, and comparative bases of education. However, the current trend in many Education Departments, Schools and Colleges of Education has been for professors with Foundations degrees to teach courses other than History of Education, Philosophy of Education, or School and Society, which are typical Foundations courses. In fact, research on Foundations of Education in teacher preparation programs in the United States, conducted by Lucas and Cockriel in 1981, revealed that, "Wholly independent administrative units made up exclusively of faculty teaching courses in foundations of education are the exception rather than the rule...foundations faculty share departmental identity with colleagues teaching other kinds of courses" (p. 359).

The raison d'etre for foundational studies is to give contextual meaning to the field of teaching, to broaden and enrich the preparation level of teachers for our public schools. Also, Foundations courses should enable teachers to bring deepened insight and analytic capabilities to their work with students. In order to be truly professional, teachers must be more than technical dispensers of knowledge. Foundations courses, as we in the discipline theorize, help to develop the teacher into more than a technician. These courses should provide a firm base for full comprehension of the teaching profession.

The importance of including a Foundations perspective in teacher education programs is underscored by Lucas (1985) who notes that the forte of foundational studies is to provide future teachers with "insight, comprehension and contextual understanding" of the field they are about to enter. In a national assessment of Foundations in teacher education, Lucas and Cockriel (1981) found

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that the goal of almost half of all Foundations faculty is to promote "broad theoretical understanding or 'contextual' knowledge" rather than specific pedagogical expertise among their students. Also, Foundations faculty generally focus instruction on basic issues and concepts in education, using an interdisciplinary, generalist approach.

Future projections for faculties in Foundations of Education were also addressed in the study by Lucas and Cockriel (1981) referred to earlier. They reported that almost 72% of all faculty respondents expect that current faculty size will remain the same. While very few of the faculty surveyed expect even slight growth to occur, almost one-fifth anticipate a net loss of Foundations faculty. These gloomy predictions for the future of discrete Foundations positions and thus, courses, emphasize the importance of exploring ways in which the Foundations can be integrated into all components of teacher education programs.

Most pre-service teacher preparation institutions, sharing a commonality in their professional program structure, include a tripartite set of courses: Foundations, Methods, and Practica. Since many Foundations educators currently find themselves in positions which require teaching non-Foundation courses, they are in an apropos situation to infuse many of the concepts and concentration areas of Foundations content into methodological and practicum coursework. This kind of integration of Foundations with methods and practica can act as a catalyst for unifying the varied components in a pre-service teacher preparation. Thus, this is an opportune time for us to analyze how we might use our Foundational expertise to strengthen the total teacher preparation program.

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Two Case Studies

The next section provides an illustration of the infusion model. Two case studies will be presented. We will discuss how a small liberal arts university and a large state university have attempted to implement the infusion model; that is, integration of Foundations of Education into the total teacher preparation program.

A Small Liberal Arts University

The first case study of the infusion of Foundations into teacher preparation courses is from a small liberal arts university. This school is a church related, independent, undergraduate liberal arts institution. The University is located in a mid-western city of approximately 80,000 residents. The school has 2,200 full-time, resident students who come from 33 states and some 13 countries and represent widely diverse cultural, ethnic, and religious backgrounds. In the college there are nineteen academic departments, two interdepartmental majors (American Studies and East Asian Studies), and several interdisciplinary emphases, including Russian Studies, Future Studies, and Urban Studies. The faculty are accomplished scholars who have an overriding commitment to teaching undergraduates.

Foundations Courses in Education Department

The students at the liberal arts school are required to complete coursework in foundations, methods, and practicum. The teacher preparation program is designed to permit students to meet the certification requirements of the State.

The Education Department offers courses in Foundations through four courses: Educational Psychology, School and Society, International and Comparative Education, and Multicultural Education: Toward a Pluralistic

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Perspective. "Educational Psychology" and "School and Society" are required of teacher education students. These courses are structured around Foundational components. The following are course descriptions:

Educational Psychology is a study of physical, psychological, social, and emotional factors involved in growth and development from birth through adolescence, including the nature and conditions of learning. A field experience is required. This course is structured around psychological and sociological dimensions of foundations.

The second course, School and Society, examines the historical, philosophical, sociological, legal and organizational foundations of the public school systems of the nation. Topics include finance, bureaucratization, professionalism, pluralism, socialization, egalitarianism, and culture. It is required of all students seeking teacher certification. Prerequisites for this course are Educational Psychology and junior or senior status. A field experience is required. The foundation dimension of this course is structured around familiar themes. It commences with a historical perspective, follows with philosophical and political concerns, moves to economic and sociological dimensions and ends with present educational trends. This is the most typical of the foundational course offerings.

The third course, International and Comparative Education, focuses on principles of international understanding. The course centers on a cross-cultural study of education, analyzing historical educational views, economics, sociological and political forces, and the impact of global existence. There is work in comparative education as well as exploration of such topics as interdependency modernization, poverty, developed and developing countries, and global futurism. Junior or senior status is required. Founda-

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tion dimensions are structured around the five major societal institutions.

The last course is Multicultural Education. The course design focuses on the rich cultural mosaic of the United States with knowledge, skills and attitudes necessary for multicultural teaching competencies. The central goal of the course is to assist students' understanding in living, functioning and teaching effectively in our pluralistic society. Topics include: cultural pluralism, culture, ethnicity, race, sexism, WASP ethic, U.S. Mosaic. Special attention is given to developing a rationale for multicultural teaching. Methods materials and learning style factors that need consideration are addressed. Recommended requirement is Educational Psychology. These four courses are traditional foundation courses. They are designed around foundation concepts and are not methodological.

Non-Foundation Courses:

Part of the responsibility of the Foundations faculty member at this small liberal arts university is to instruct Science and Social Studies methods courses. Being a strong believer in the value of Foundations to teacher education, the writer of this case study used a Foundational approach to develop the Science and Social Studies methods classes.

Social Studies Methods. It is evident from the writer's teaching experience and observations in classrooms that Social Studies and Foundations can produce a harmonic marriage. Many of the components of Social Studies overlap with focal points in Foundations. A significant question in any methods course is..."does the content field have validity and is it a necessary part of public school teaching?"

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Through the following sequencing, it is hoped that the future classroom teacher can justify social studies instruction. First, the course is structured to address the question, "What is Social Studies?" A foundational analysis is used to develop this structure. The students are required to develop an historical and philosophical perspective about the Social Studies. Next, they are guided in the development of an understanding of changing sociological demands. The third task, for the students, is to explore the variables in our highly interdependent world society. Central to this interdependency is the exploration of social, economic, political, geographic and psychological implications. The fourth major task for students is to have them process our democratic ideology. Students must assess the benefits and liabilities of a structural and a participatory democracy. They evaluate various methods of actualizing democracy.

The fifth task is to promote reflective decision making with these future educators. This methodological section of the course develops:

1) methods to assist in thinking critically
2) methods to advance decision-making
3) methods to heighten value clarification
4) methods to heighten interrelating skills

These methods help actualize the foundational background. The goals of this reflective decision-making is to assist children 1) in the appreciation of where we have traveled as a human family, where we are today and where we might roam tomorrow, 2) the imperatives of interdependency, and 3) the responsibilities of citizenship.

The understanding gained in these five areas enables the students to develop their own relevant social studies lessons with greater insight in the field experience, the last component of the course.

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Science Methods. Educators hope that science education provides children enjoyment of their natural environment. After students enjoy their world, it is necessary in assisting these young people in appreciating and mastering the complexities of their environment. In an effort to accomplish this, the course was formulated in accordance with foundation thinking.

First, the learner views science in an historical perspective. They look at the Pre-Sputnik, Post-Sputnik and Post-"Nation at Risk" movements. Secondly, a philosophical perspective is developed by the students. A class requirement is to propose a position on the role of science teaching on the back to basics trend. Another requirement is that the students interpret the role of science in American society. A third requirement is to have the students evaluate the goals of science programs.

The third section of the course centers on the scientific method and methods of developing scientific thinking. Some of these methods are: inquiry, discrepant events, hands-on, critical thinking and problem-solving.

The concluding section is the practicum. The placement of these pre-service teachers in the practical experiences in science methods is accomplished in a foundational manner. The fieldwork goal is to acquaint the pre-service educator with science teaching in a cultural pluralistic school. The experience takes place in an inner-city, racially-mixed environment. Clear orientation into the history, philosophy and sociological phenomenon of the placement is given by the school principal.

Faculty Participation and Administrative Support

The use of diverse professionals in a teacher preparation program is another complement of a Foundations infusion. The way to use professional diversity can be accomplished through three selections of resources: a) the

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use of local or national guest speakers, b) the selection of other Education Department professors or professors from the university as a whole, and c) the inclusion of discussions from field-site representatives.

The last consideration in this infusion model is administrative involvement. The primary task of securing a teacher preparatory program around a Foundational base is to obtain and maintain departmental administrative support. Those of us in Foundations need to blueprint in each of our situations how Foundations can be incorporated to complete the schooling mosaic--thus assuring that Foundations is a keystone of teacher education. At this institution Foundations is continuing to be assimilated in the Education Department.

It is also imperative that foundations gain university administrative support. The university administrators' support is visible at this liberal arts school. The administrators believe incorporating Foundations into teacher education is essential in liberal arts instruction and also in assisting the University's mission.

In times of monetary competition, it is no easy task to convince the Departments of Education that infusion of Foundations into teacher preparation programs is the keystone for success. But infusion is a challenge which this institution believed worthy of implementation.

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A Case Study from a Large State University

The original land-grant philosophy of this large, state university has been adapted over the years to meet the changing needs of the 20th century. Expanding beyond the initial mission of offering studies and subjects related to the nation's agricultural and industrial development, the College of Science and Humanities and the College of Education were created in 1959 and 1968, respectively. This was the first land-grant institution to be coeducational from its beginning. Also, it was the first educational institution to offer teacher education courses for credit and as a part of a four-year curriculum.

Part of the university's current mission is to maintain strong professional programs in the traditional areas of the sciences, agriculture, engineering and home economics, as well as in education. The public service functions in these subject areas are clearly recognized and supported.

There are three undergraduate departments in the College of Education: Elementary Education, Industrial Education and Technology, and Physical Education and Leisure Studies. Students preparing to teach in various areas of secondary eduation are enrolled in the College containing the subject matter area. Students seeking recommendations for a certificate to teach on the secondary level must be admitted to the Teacher Preparation Program and complete a required set of courses. There are twenty-five certification areas, ranging from agriculture to speech for students to pursue. Thus,

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while the College of Education recommends certification for students in many diverse disciplines and nearly one-fifth of all students enrolled in the university are preparing to be teachers, all of these students are not in the College of Education.

The following data indicate the extent of service in the College of Education: In the 1984-85 academic year, the Professional Sequence area provided courses for 2, 264 students; 351 students were enrolled in student teaching; and the College of Education awarded 252 Bachelor Degrees.

In summary, the College of Education and the Secondary Education Department serve a wide range of students from various subject disciplines and cultural backgrounds. While the student population is largely from the state, there are increasing numbers of international students enrolling both in the university and in the College of Education.

Since the Teacher Preparation Program, and more specifically, the Secondary Education Department courses, are so intertwined with many disciplines in the university, a golden opportunity exists to integrate Foundational components throughout the curriculum.

Incorporation of Foundational Components Into the Given Structure of Foundations Classes

Following is a description of the existing Foundatons classes in the Secondary Education Department and how Foundational components are infused into them.

Introduction to American Education:

It is a sophomore level course for three hours credit, required of

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all teacher education students. The course includes the goals of schooling, including the roles of teachers today; historical development of schools; educational reforms and alternative forms of schooling and current philosophical issues and problems. Human relations aspects of teaching as well as discussion about teaching as a career are included.

Indicating the extent of infusion of Foundational components into this introductory course are these elements: Educational goals both historical and current; an overview of America's educational heritage; what's expected of teachers today and in the past; who are today's teachers?; the governance of schools; recognizing individual needs of exceptional students; offering educational options, and implementing equal educational opportunity. The self-assessment approach of the course helps the students begin to formulate their own philosophy of education.

The second Foundations course is Multicultural Nonsexist Education. This is a required, two hour credit, junior/senior level course. The state mandates Human Relations training for teachers. Foci of the course are: Awareness and nature of cultural pluralism; need for multicultural nonsexist education in a pluralistic society; a study of microcultural groups, their perceptions, contributions, and needs; problems and issues including prejudice, discrimination, racism, sexism in school; classroom instructional materials; curriculum infusion via preparation of a curriculum unit; analysis and development of instructional materials; human relations skills;

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design and execution of teaching strategies.

The philosophy of the course encompasses the American Association for Colleges of Teacher Education (AACTE) position statement, "No One Model American" (1973), and the National Council for Accreditation of Teacher Education (NCATE) Statements and Standards (1979). An historical perspective is obtained by examination of ethnicity in the United States and in private and public schools. Sociological and Anthropological bases of multicultural education include an exploration of the concepts of culture and cultural relativism. An examination of U.S. society and theories of assimilation from Anglo-Conformity to Cultural Pluralism as well as theories of oppression, are studied. In summary, key concepts covered in the course are: culture, pluralism, race, ethnicity, prejudice, and discrimination. Sex, age, exceptionalities, religion and language differences are also studied.

Thus, the scope of the Multicultural Nonsexist Education course spans the domains of knowledge, attitudes, and skills in order to prepare the teacher for the realities of our pluralistic schools.

The third Foundations course is Principles of Secondary Education, a required, junior/senior, three/four hour credit class. Topics covered are: The curriculum, classroom management, organization of schools, career planning, student evaluation, legal aspects of education, human relations, support services, professionalism, and individualizing instruction. Students enrolled for four credits must complete a field experience or seminar on a secondary education issue.

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Incorporation of Foundational Components Through NonFoundations Classes

The infusion of Foundational components occurs in nonFoundations classes in various ways and to varied degrees. Included are methods courses, elective courses, field-based electives, and student teaching.

Methods Courses

No direct documentable infusion of Foundational components occurs since these courses are housed and taught in the academic departments at this university. However, the curriculum unit is applied to the student's discipline area in the Multicultural/Nonsexist Education course.

Electives

State law requires that students take an "additional course" besides the Multicultural/Nonsexist Education course in order to satisfy the Human Relations mandate. Such courses as Women in Politics, Ethnic Literature, Race Relations, Sociology of Education offered in other colleges satisfy this requirement.

Prestudent Teaching Experiences, offers students an opportunity to earn a maximum of eight credits in field-based local or international sites. Experiences with particular Foundational implications are: "Native American Tutoring," "Disadvantaged Youth," and "The International Experience."

"The International Experience," conducted in the Yucatan, Mexico, includes eight days of school observation/participation and field trips to cultural sites. The purpose of the Experience is to provide opportunities for students in teacher education:

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To assist a teacher in an international school; to explore teaching opportunities in international settings; to develop a sense of global awareness through interactions with teachers and students: and to evaluate personal living skills by experiencing life in another culture.

Practicum

Student teaching experiences are presently offered at several international sites and plans are being made to expand these opportunities. Students also may choose to student teach in an urban setting through participation in the Cooperative Urban Teacher Education (CUTE) Program in Kansas City.

Other nonFoundation courses in which Foundational components are incorporated include:

Instructional Media, which is a required one-hour credit class. It includes the design, production, presentation, evaluation of educational media for teaching in specific subject areas. Analysis of commercially and locally-produced software, including multiculatural and human relations materials, is conducted.

Educational Psychology, is a three-hour credit, required course which focuses on human learning with particular reference to applications in educational settings: intellectual, personal and social influences on the learning process; measurement and evaluation of educational outcomes.

Conclusion

Thus, at this large State University, students in secondary

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Teacher Education courses receive a sound Foundational preparation through three required courses: Introduction to American Education, Multicultural Nonsexist Education, and Principles and Issues of Education; through student teaching and other field-based experiences, and through at least two nonFoundations required courses.

In summary, efforts to infuse Foundational components into the Secondary Teacher Education Program are guided by the desire to provide a comprehensive, contextual understanding of education for our students.

The two case studies, presented from very different vantage points, have illustrated how Foundational components, integrated into all aspects of Teacher Preparation Programs, can serve as a keystone for excellence in education and provide depth of understanding for future teachers. To do this is no simple matter; however, to employ Foundations as a keystone of teacher preparation is definitely a challenge worth our serious consideration.

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